



INDIANA  
DEPARTMENT *of*  
EDUCATION

2023 INDIANA ACADEMIC STANDARDS  
**SOCIAL STUDIES**

KINDERGARTEN



## Indiana Academic Standards Context and Purpose

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### Introduction

The Indiana Academic Standards for Kindergarten Social Studies are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous learning expectations for Indiana students.

Pursuant to Indiana Code (IC) 20-31-3-1(c-d), the Indiana Department of Education (IDOE) facilitated the prioritization of the Indiana Academic Standards. The standards are designed to ensure that all Indiana students, upon graduation, are prepared with essential knowledge and skills needed to access employment, enrollment, or enlistment leading to service.

All standards are required to be taught. Standards identified as essential for mastery by the end of the grade level are indicated with shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.

### What are the Indiana Academic Standards and how should they be used?

The Indiana Academic Standards are designed to help educators, parents, students, and community members understand the necessary content for each grade level, and within each content area domain, to access employment, enrollment, or enlistment leading to service. These standards should form the basis for strong core instruction for all students at each grade level and content area. The standards identify the minimum academic content or skills that Indiana students need in order to be prepared for success after graduation, but they are not an exhaustive list.

While the Indiana Academic Standards establish key expectations for knowledge and skills and should be used as the basis for curriculum, the standards by themselves do not constitute a curriculum. It is the responsibility of the local school corporation to select and formally adopt curricular tools, including textbooks and any other supplementary materials, that align with Indiana Academic Standards. Additionally, corporation and school leaders should consider the appropriate instructional sequence of the standards as well as the length of time needed to teach each standard. Every standard has a unique place in the continuum of learning, but each standard will not require the same amount of time and attention. A deep understanding of the vertical articulation of the standards will enable educators to make the best instructional decisions. These standards must also be complemented by robust, evidence-based instructional practices to support overall student development. By utilizing strategic and intentional instructional practices, other areas such as STEM and employability skills can be integrated with the content standards.

### Content-Specific Considerations

The Indiana Academic Standards for Kindergarten Social Studies consist of four domains: History, Civics and Government, Geography, and Economics. The skills listed in each domain

indicate what students should know and be able to do in Social Studies by the end of the grade level. Examples, when provided within the context of a standard, are intended to help illustrate the conveyed meaning of the standards and offer suggestions for instructional focus. Any examples listed for a standard are not designed to be limiting or otherwise exclusive.

## Acknowledgments

The Indiana Department of Education appreciates the time, dedication, and expertise offered by Indiana's K-12 educators, higher education professors, representatives from business and industry, families, and other stakeholders who contributed to the development of the Indiana Academic Standards. We wish to specially acknowledge the committee members, as well as participants in the public comment period, who dedicated many hours to the review and evaluation of these standards designed to prepare Indiana students for success after graduation.

## Kindergarten Social Studies

*Standards identified as essential for mastery by the end of the grade level are indicated with gray shading and an “E.” The learning outcome statement for each domain immediately precedes each set of standards.*

History	
<b>Learning Outcome:</b> Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present and use a sense of time in classroom planning and participation.	
<b>K.H.1</b>	Compare children and families of today with those from the past. <ul style="list-style-type: none"> <li><b>Examples:</b> Compare clothing, houses, and other objects.</li> </ul>
<b>K.H.2</b>	Identify ways by which people, heritage, and events are commemorated and recognized. (E) <ul style="list-style-type: none"> <li><b>Examples:</b> George Washington; Chief Little Turtle; Abraham Lincoln; Harriet Tubman; Martin Luther King, Jr., July 4th, Grandparents' Day, cultural holidays, birthdays.</li> </ul>
<b>K.H.3</b>	Identify events and place events in a sequence. (E) <ul style="list-style-type: none"> <li><b>Examples:</b> Identify events in the school day as first, next, last, yesterday, today, and tomorrow; place school events in order.</li> </ul>
<b>K.H.4</b>	Explain that calendars are used to represent the days of the week and months of the year. (E) <ul style="list-style-type: none"> <li><b>Examples:</b> Use a calendar to identify days of the week using school activities and birthdays.</li> </ul>
Civics and Government	
<b>Learning Outcome:</b> Students learn they are citizens of their school, community, and the United States and identify symbols of the nation. They learn the importance of being a responsible citizen who explains why rules are needed and follows them.	
<b>K.C.1</b>	Give examples of classroom and school rules, and explain the importance of following these rules to ensure order and safety. (E)
<b>K.C.2</b>	Give examples of how to be a responsible family member and member of a group. <ul style="list-style-type: none"> <li><b>Examples:</b> respecting the property and rights of others, being honest and truthful, respecting authority.</li> </ul>

Geography	
<b>Learning Outcome:</b> Students understand that maps and globes are different representations of the Earth's surface and begin to explore the physical and human geographic characteristics of their school, neighborhood, and community.	
<b>K.G.1</b>	<p>Use words related to location, direction, and distance, including here/there, over/under, left/right, above/below, forward/backward, and between. (E)</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Give and follow simple navigational directions such as walk forward 10 steps, turn right, and walk between the desks.</li> </ul>
<b>K.G.2</b>	<p>Identify maps and globes as ways of representing Earth and understand the basic difference between a map and globe, including the difference in water/oceans and land/continents.</p>
<b>K.G.3</b>	<p>Locate and describe places in the school and community using words such as here/there, over/under, left/right, above/below, forward/backward, and between.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Cafeteria, library, office, restrooms, gym, fire station.</li> </ul>
<b>K.G.4</b>	<p>Identify and describe the address and location of the school; understand the importance of an address.</p>
<b>K.G.5</b>	<p>Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Use newspapers, yearbooks, local websites, and photographs to show the similarities and differences in family customs and celebrations, clothing, houses, work, and cultural and ethnic heritage.</li> </ul>
Economics	
<b>Learning Outcome:</b> Students explain that people do different jobs and work to meet basic economic wants.	
<b>K.E.1</b>	<p>Explain that people work to earn money to buy the things they want.</p>
<b>K.E.2</b>	<p>Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E)</p> <ul style="list-style-type: none"> <li><b>Examples:</b> Use picture books, stories, and software programs/games to illustrate and identify different types of jobs, as well as tools and materials used in different jobs.</li> </ul>
<b>K.E.3</b>	<p>Explain why people in a community choose different jobs.</p> <ul style="list-style-type: none"> <li><b>Examples:</b> People may have different types of jobs because they like doing different things or because they are more skilled at doing one particular type of job.</li> </ul>